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ABSTRACT

This paper presents materials from the 29th Rutgers Guidance Conference on behavioral outcomes for career education, including the keynote address by Norman Gysbers on the concept of life career development as a new point of departure for improving and extending comprehensive career guidance programs. Three broad areas of knowledge, understanding, and skills are identified to serve as a base for new career guidance programs: (1) self-knowledge and interpersonal skills, (2) career planning knowledge and skills, and (3) knowledge of the work and leisure worlds. Goals are stated in terms of student outcomes rather than as program outcomes, and a number of performance objectives and activities are developed for each goal. Panelists, whose reactions to the keynote address are included, have all been involved in operating programs where an important activity has been the translation, examination, and evaluation of their own efforts to use behavioral outcomes as a measure of their effectiveness. (Author/SES)

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BEHAVIORAL OUTCOMES FOR CAREER EDUCATION

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Keynote Address

Career Guidance: A New Focus

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BEHAVIORAL OUTCOMES FOR CAREER EDUCATION

Keynote:

Career Guidance: A New Focus

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INTRODUCTION

The concept of career education has grown into a dynamic force in American education. Its emergence was greeted at first with unbridled enthusiasm by some supporters. As the idea was maneuvered for position in the mainstream of instructional activities, responses became varied. Some, of course, continued to view it as a boon, but the totally unquestioned approval diminished as realization of the hard work needed for implementation came into focus. Others saw it as a threat to the existing system, and still others regarded it as nothing more than a passing fancy, the pet notion of the current Commissioner of Education. In actuality, it is none of these. Certainly it is not a panacea: even if the wildest aspirations of its staunchest advocates were fully realized, the educational system would be less than perfect--serious problems would remain. Neither is it a threat: those who see it that way seriously underestimate the resilience of the system; educational institutions have absorbed many potent innovations with only minor outward appearances of change. Nor is it a passing fancy: simply the controversy it has generated should insure that its impact will outlive the tenure of the Commissioner who introduced it.

But career education will remain a dynamic force in education for another reason. It is unclear whether that reason comes about by coincidence or because of some cause-and-effect relationship, but its presence is undeniable. That reason is associated with the revival and refinement of a question that apparently needs to be addressed every generation or so: What is the first priority of education, especially public education? Is the central mission of education to meet the nation's manpower needs or to meet the self-actualizing needs of individuals? Should the fundamental posture of educational institutions develop facility in accommodating to a demanding labor market, or should it facilitate the development of choosing persons? Should the basic focus of educational programs be occupational opportunity or human potential? The manner in which such issues get resolved has long-range implications for the quality of life in our society. Counselors have a role to play in that resolution; they should be on top of the issues.

-- Editor

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CAREER GUIDANCE: A NEW FOCUS

Norman C. Gysbers

University of Missouri

I appreciate the opportunity to be in the State of New Jersey to bring you greetings from the National Vocational Guidance Association and because of the opportunity it affords me to speak on a topic about which I am very concerned.

As you know, the general topic of this Conference is Behavioral Outcomes of Career Education. I would like to spend time this morning focusing specifically on Career Guidance as a part of the broader picture of career education. In doing so, I will be using some words that you are very familiar with, that you have heard frequently, but I think I will be using them in some ways that you may not have heard before. I really want to look at career guidance in a new focus.

I would like to organize my comments around the question: "What is career guidance?" I would like to examine that question briefly from an historical point of view, take a look at it as it is today, and then look at it as it will probably be in the future. You may say to yourself: "We all know what career guidance is. It's a very familiar term to us." Yet, as I have had a chance to travel around the country, I find that there are differing perceptions of the term and that these differing perceptions make a difference concerning how we function as professionals. Some people think of the word career in front of the word guidance as simply a new word to place there instead of vocational. All of us are familiar with what happens in our society when we want to change an image. We add new words, we change titles. I was interested to discover not too long ago while reading a newspaper that Cadillac car dealers sell "pre-owned" cars, they don't sell "used" cars. Many occupational groups change their titles to get a little different image. Out our way, farmers are now called "agri-businessmen," salesmen are called "manufacturers' sales representatives." You may ask, what difference does this make? Well, have you ever tried to tell the old story about the farmer's daughter and the traveling salesman using those new occupational titles? It leaves something to be desired. So we find that some people are using the word career as simply a new title, but when you look at the functions, the activities, they are the same kinds of things that we have experienced before. That point is clear enough.

The term has also been used in different ways. Sometimes the use changes depending on the audience that the individual might be speaking to. We know that that is not an uncommon phenomenon, particularly in these months just before election, where people use terms in a variety of ways depending on whom they talk to and whom they want to impress.

I'd like to share a story with you that illustrates that particular point. Not too long ago, there was a lawyer who was involved in a local election. This lawyer was a shrewd politician who came from one of our southern states. The county he was running in happened to be a dry county, and the burning issue of the day was the whiskey question. He knew that there were strong feelings on both sides of that issue. Of course, as a politician he also realized that he had to appeal to both sides to get the largest number of votes. So he tried to avoid that issue whenever possible. One day, the local newspaper editor said, "Now look, you're going to have to face this issue, and I'm going to help you do it. I want you to write a letter to the Editor. I'll feature that letter right on the front page of the paper, and everybody will know what your position is." Of course, that was a real challenge to him. He sat down at his desk with pen in hand, and he thought, . . . and he thought, . . . and suddenly (as you all know happens to you) the light bulb went on above his head, and he began to write. I would like to read that letter to you because it illustrates the point I am trying to make. He wrote:

Dear Editor:

I had not intended to discuss this particular subject at this particular time. However, I want you to know that I do not shun a controversy. On the contrary, I'll take a stand on any issue, at any time, no matter how fraught with controversy it may be.

Now, you asked me how I feel about whiskey. Well, brother, here's how I stand:

If when you say whiskey, you mean the Devil's brew, the poison scourge, the bloody monster that defiles innocence, dethrones reason, creates misery and poverty, yea, literally takes the bread out of the mouths of babes; if you mean that evil drink that topples the Christian man and woman from the pinnacles of righteousness and gracious living into the bottomless pit of despair, shame, helplessness, and hoplessness; then, certainly, I'm against it with all my power! But if when you say whiskey, you mean the oil of conversation, the philosophic wine and ale that is consumed when good fellows get together, that puts a song in their hearts, laughter on their lips, and the warm glow of contentment in their eyes; if you mean Christmas cheer; if you mean that stimulating drink that puts spring in an old man's step on a frosty morning; if you mean the drink that enables man to magnify his job and happiness, and to forget, if only for a moment, life's great tragedies, heartbreaks, and sorrows; if you mean the drink the sale of which pours into our treasury untold millions of dollars to be used to provide tender care for our little crippled children and our blind, our deaf, our dumb, and our pitifully aged and infirm, and to build highways, hospitals, and schools; then, brother I'm for it!"

And then he wrote as his last sentence, the following words: "There is my stand, Mr. Editor. I will not retract from it, and I will not compromise."

We certainly are experiencing the use of words in different ways today. I think we find that true in the use of the words career, career guidance, and career education. So the moral, I guess, of this little story is to listen carefully, to the uses of each of these words and understand the perspective of the individual who uses it.

Need for a New Focus

Guidance has been traditionally viewed as a collection of related services. Orientation, assessment, counseling, information, placement and follow-up are terms used frequently to describe these services. Guidance also has been described as consisting of three aspects--educational, personal-social, and vocational. To meet current and future challenges, these views no longer seem adequate. Today as never before, we need a professional focus that will improve and extend counseling and guidance to better meet the needs of our consumers.

The new focus which I am suggesting for guidance has deep historical roots. It has an evolutionary history which must be understood and appreciated. The first section of the paper will examine selected antecedents of career guidance while the second section will discuss career guidance for today and tomorrow.

The Past

Credit for the first modern formulation of vocational guidance (as it was called in the early years of this century) usually is given to Frank Parsons. Most guidance historians single him out for this honor, although they recognize that other individuals made substantial contributions. In Parson's book Choosing a Vocation, we have a clear statement of his formulation.

> In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their courses; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relation of these two groups of facts (Parsons 1909).

The focus of vocational guidance in those early years was on occupational choice. The anticipated outcome of Parson's approach was that an individual would choose an occupation best suited to him. The emphasis was on occupational choice. This same theme was echoed and expanded upon by many guidance workers who followed

Parsons. It was a rather simple process: the sitting down; the talking over; the analyzing; and the making of a decision.

At the same time that Parsons and others were expanding upon their approaches to vocational guidance, a number of other events were taking place--events which had considerable impact on the practice of vocational guidance. Substantial progress was made in psychometrics and in analyzing and understanding occupational and industrial structures. The interest of some associations, such as the National Vocational Guidance Association, and later the Federal Government in the development of occupational information and occupational analysis also contributed. Progress in these areas did much to support and strengthen vocational guidance practices.

During the 1940's and 50's research evidence began to accumulate which pointed to the many inadequacies and severe limitations of Parson's formulation, or what we now call the trait-and-factor approach to vocational guidance. The findings of Thorndike and Hagen (1959) pointed out the limitations of tests to predict occupational membership and success.

> There is no convincing evidence that aptitude tests or biographical information of the type that was available to us can predict degree of success within an occupation insofar as this is represented in the criterion measures that we were able to obtain. This would suggest that we should view the long-range prediction of occupational success by aptitude tests with a good deal of skepticism and take a very restrained view as to how much can be accomplished in this direction.

As such evidence began to accumulate, disillusionment with the trait-and-factor approach to vocational guidance occurred. It became obvious that many of the assumptions on which the traditional approach were based were not valid and that new understandings were necessary. Katz (1963) stated the problem nicely and suggested the appropriate role for trait-and-factor methodology.

> However, they fail to remove the basic deficiency of the theory, which is premature concentration on the content of an individual's occupational choice, that is, commitment at an early stage to some verbalized occupational preference in terms of which "subsidiary decisions" are to be made. It is not surprising, then, that the theory leads to an approbation of consistency in the content of choice, that is, verbalized preference. Repeated documentation of the inconstancy of such verbalized occupational choices has often been interpreted to mean that "more" or "better" guidance is needed.

Thus, it can be seen that trait theory started with the hypothesis that occupational choice does tend to take

> place in this way, only more so. Therefore, guidance practices were aimed at facilitating a more exact homogeneity of membership in each occupation and at eliminating waste, vacillation, or error along the way.
>
> In the absence of convincing evidence for the existence of occupational monotypes, or arguments for establishing them, trait and factor theory is limited only to the determination of decisions. It is not a theory of occupational choice at all, but only one element that can be worked into a more comprehensive theory of occupational choice. Perhaps it may best be regarded as an expression of the reality element that affects occupational sorting. It encompasses observations of what happens with particular reference to the content of choice and the results of selection, but does not penetrate beneath the surface of events to explain the process of choosing or to furnish a clear rationale for intervention in that process.

In today's world, and in tomorrow's world, we can no longer afford to assess only what is. We need to be involved in stimulating what could be. Even a cursory look at the early model reveals that it was a very static one. That is not to say that psychometric devices and occupational information are not useful tools. They simply need to be viewed in a different perspective.

In the late 1940's and early 1950's, several events occurred which changed our way of viewing vocational guidance. The research and writings of Donald Super are recognized as being one of these events.

> More than any other single writer researcher, Super has been instrumental in freeing vocational guidance from the static, single-choice-at-a-point-in-time concept, in drawing attention to the potential contributions of sociology and economics to the field, and in placing the study of vocational behavior in the context of human development. To designate this newer emphasis, Super advanced the term "vocational development." His views were set forth in an influential series of journal articles . . . and were extended and integrated in his book The Psychology of Careers (Borow 1964).

Space does not permit a comprehensive review of the events which brought us to today nor does it permit us to describe the contributions of many writers and researchers who have contributed greatly to our knowledge. It is important however, to summarize in broad brush strokes, the substantial changes which have taken place in the theory and research underlying vocational guidance over the past seventy years. These changes have been summarized previously by Gysbers and Moore (1971) as follows:

1. The-single-occupational-choice-at-a-point-in-time focus of the early practitioners of vocational guidance has given way to a broader, more comprehensive view of the individual and his career development over the life span. The trait-and-factor approach to vocational guidance has been placed in proper perspective. No longer is it seen as the total and only approach to vocational guidance. Now it is understood and appreciated as one methodology which has a part, but only a part, to play in promoting and enhancing career development.

2. The specific age focus of traditional vocational guidance--the notion that an occupational choice is made once and for all during middle or late adolescence--is not valid. We now understand, as Super and Bachrach (1957) have pointed out, that this aspect of development is "a process which takes place over a period of time, and which is best explained by a combination of determinants which themselves interact, are modified, and thus develop with time." This process is called career development.

3. Since career development occurs over the life span, educational personnel at all levels (kindergarten-adulthood) have a part to play in stimulating and enhancing such development. No longer can we restrict our activities to the ninth grade and when these activities are completed say our responsibilities are over. Elementary, secondary, post secondary and higher education personnel must understand that effective programs of career guidance begin in the elementary school and continue through the adult years. When viewed in this manner career guidance is in the mainstream of education and is not simply a collection of ancillary services.

4. People at work are no longer seen only as objects through which occupations are analyzed and classified. Rather, we now understand that a work setting can be used as a medium to help people better understand themselves.

5. Vocational guidance, once understood as a simple process of matching people to jobs is now understood in the context of the complex process known as career development. We realize that in the past we have underestimated the resources needed to effectively develop and manage programs of career guidance to enhance and promote career development. We now realize it must be treated as a major educational goal.

It is clear from our past experiences, as we look at career guidance today, that the kinds of assumptions made then, the practices that were carried on, are no longer appropriate. That does not mean that we cannot learn and understand and develop new meanings from those past experiences, that we have to throw all of those things out. It does mean that we are going to have to look beyond those practices.

Looking back on the antecedents of career development, career guidance, we now understand that the occupational choice concern of early practitioners must be placed in the context of total human development. This position, by the way, does not deny the importance of occupational choice. It simply recognizes that occupational choice cannot be viewed as something separate from the other settings, roles, and events of an individual's total life. In fact, if it is viewed from this broader perspective, occupational choice is better understood and facilitated. You see, this position does not deny the centrality of work for many people. It simply puts work in the perspective of a person's total development.

Current research and writings reveal that the single-occupational-choice-at-a-point-in-time focus has been encompassed by a broader emphasis which focuses on choices made over the life span. Emphasis is being given to self development in relationship to occupational choice as well as to the many other types of choices in an individual's life. All dimensions of life are focused upon, not as separate entities, but as interrelated parts of the whole person.

> The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. The content of Comprehensive Career Guidance System programs assists youth to set life or "career" goals in these areas:
>
> 1. occupations
> 2. education
> 3. personal and social behavior
> 4. learning-how-to-learn
> 5. social responsibility (i.e., citizenship)
> 6. leisure time activities
>
> The broad definition of "career" leads to a concept of career education which encompasses all areas of youth development. This orientation allows and encourages the fulfillment of a broad range of youth needs; it is contrasted to conventional systems in which priority attention is directed only toward preparing youth for their future educational and vocational experiences, therefore reflecting a limited and fragmented view of youth development. (Jones, Hamilton et al., 1972)

To represent this broad all encompassing view, a colleague of mine at the University of Missouri (Earl J. Moore) and I use the term life career development. The word life is used to indicate that we are talking about the total person, about all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming.

When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. The whole is more than the sum of the parts, so to speak. Taken collectively, the complete expression describes the whole person--a unique person with his own life style.

Viewed from this broad perspective, it should be clear that:

1. We do not use the term life career development to label an educational program. We reserve this term to describe the total growth and development process of all individuals.
2. We do not use the term career as a new word for occupation. People have careers, the work world has occupations. Unfortunately, in our opinion, too many people use the word career when they should use the word occupation.
3. We do not think of the word career to delineate one part of human growth and development. While it is useful sometimes to focus on different kinds of development--physical, emotional and intellectual for example--we also need a way of integrating these types of development in a meaningful way. We advocate the use of the concept life career development as an organizing and integrating concept.
4. We do not think of the word career as being restricted to some people. All people have a career: their life is their career.
5. We do not substitute the term career guidance for vocational guidance and then define it in the traditional sense--the idea that there is vocational, educational, and personal-social guidance. We believe there is one kind of guidance--career guidance.

You might speculate, for just a moment, why we ought to consider as an educational base, or the basis for guidance programs, this concept of life career development. What does it have to offer? In the past few years, particularly, but all through the history of education, we have had critics--people writing articles about how education should be or how it should not be.

Most often, such criticism has been related to lack of relevance in education. There is increasing concern about this on the part of students, particularly. They ask questions like: How does this relate to me and my growth and development? How does this program help me understand my position, my place in society, today and tomorrow? Why do we have to do this, study this course or that course? Unfortunately a typical response is "Because it's good for you." The impression is given that somehow it is going to make something right and someday they will use it in some fashion. We seem to always say to students, "You are getting ready for something in the future." We need a new look at education, and guidance in particular, because of relevancy.

We need to consider the concept of life career development in terms of humanness too. One of the people who greeted you this morning spoke of humanness. It is needed in schools today. It is important because it is person centered, person oriented, it is a person point of departure. Many educational institutions today are very content oriented. The point of departure is content and if individuals do not measure up to the content, they may be excluded. Perhaps we ought to turn that around and ask whether the content measures up to the student. Why? For the sake of humanness.

We need to consider the idea of life career development for the sake of unity as well. Content oriented thinking creates compartmentalization. We suffer in education from that well-known educational disease "hardening of the categories." Disciplines, subject matter areas, become so rigid, so compartmentalized, that the relationships among the staff and the students get lost. There is no need to do away with departmentalization, with emphasis on understanding content, but there is a need for better relationships. Perhaps faculty and staff understand the relationships, but very often the students do not. Some of the most successful career education programs have started in the elementary school. Of course, that's not really surprising. The elementary school is better organized, to be student-centered. Some of those successful concepts ought to be translated into the secondary school programs. Why? For the sake of unity. Life career development unites human development phases and tasks; it extends over the lifetime, covers all aspects of education, encompasses all people. As I see it, the central mission of education is to assist all to become competent so that they can function in their life responsibilities. There should be no false distinctions among various curricula. But the lines have been drawn, and the students suffer, as a result.

Life career development concepts are meaningful for all of education, but they have particular meaning for guidance people. The concept of life career development offers a new point of departure for improving and extending comprehensive career guidance programs. The traditional and currently popular formulation of guidance--guidance consists of three aspects, educational, personal-social, and vocational--has resulted in fragmented guidance programs and the development of separate kinds of programs and counselors. Educational guidance is stressed by academic/college personnel, personal-social guidance becomes the focus and therefore the territory of mental health workers and vocational guidance becomes the arena of manpower/labor economists. Career guidance, based on life career development principles has the potential of removing these artificial barriers so that there can be a single unified approach.

Career Guidance Program Development

Life career development concepts can serve as the body of knowledge from which the content of career guidance programs can be

derived. An analysis of these concepts suggests that three areas of needed knowledge, understandings and skills seem appropriate to serve as a base for career guidance programs: self knowledge and interpersonal skills, career planning knowledge and skills and knowledge of the work and leisure worlds. Each of these areas can be subdivided into smaller parts. Figures 1, 2 and 3 provide an illustrative list of possible key elements in each of the areas. Each listing begins at the perceptual level of learning and ends at the generalization level.

Figure 1

SELF KNOWLEDGE AND INTERPERSONAL SKILLS

Self Awareness
- Personal Characteristics

Social Awareness
- Characteristics of Others
- Social Structures
- Environmental Characteristics

Self Appraisal
- Self Development

Self-Environment Relationships
- Environmental Influences

Self Exploration
- Implementing Self Development
- Risk Taking Behavior

Self Acceptance
- Sense of Competency
- Self-Fulfillment

Self Direction
- Life Style Preference
- Commitment
- Social Effectiveness

Figure 2

CAREER PLANNING KNOWLEDGE AND SKILLS

Awareness of Elements of Decision-Making
- Steps in the Process
- Needed Information
- Sources of Information

Function of Values
- Personal Values
- Values of Others

Learning How to Learn
- How to Obtain Information
- Classification of Information
- Synthesis
- Analysis

Knowledge of Time Space Dimension
- Self in Future

Awareness of Resources

Responsibility for own Life Career Planning

Risk Taking

Effective Management of Resources

Figure 3

KNOWLEDGE OF WORK AND LEISURE WORLDS

Knowledge of Work World
- Occupations
- Industries
- Labor Market Trends
- Technological Change
- Meanings of Work
  - Sociological, Economic, and Psychological

Knowledge of Leisure World
- Sociological, Economic, and Psychological
- Dimensions of Leisure
- Leisure Activities
- Values and Meanings of Leisure

Analysis for Work-Leisure Relationships

Occupational Identity

Personal Values of Work and Leisure

From these statements of knowledge, understandings and skills, program goals can be derived. Goals should be stated in student outcome terms rather than as program outcomes to focus attention on student needs. Such statements are only directional in nature and further specification is needed. A number of performance objectives must be developed for each goal and activities selected which will assure reasonable achievement of the performance objectives.

Provisions also must be made for the continuous collection of outcome evaluation data since these data will provide feedback concerning the effectiveness of the objectives-processes-outcomes matching. Finally, to carry out the objective-processes-outcomes matching effectively, will require an analysis of the critical constraints, elements and resources in the school and community setting. Based on this analysis, priorities for the allocation of these resources will need to be established in a manner that will project program activities over a given period of time. This projection will permit the identification of program decision making points so that they can be understood and utilized.

Staff Responsibilities

Once goals, objectives and activities have been stated, the next step in program development is to assign staff responsibilities.

Although all educational personnel have some career guidance responsibilities counselors should assume responsibility for program coordination as well as for their regular career guidance functions. Career guidance responsibilities should be assigned on the basis of the types of contacts with clients: direct contacts, contacts shared with others, or indirect contacts. This procedure has been described in an article by Gysbers and Moore (1972). Several tables from that article are reprinted below to illustrate this procedure. These Tables show how this procedure can work in a school setting.

Table 1 illustrates general career guidance responsibility assignment while Tables 2, 3, and 4 describe aspects of the school counselor role in more detail. The Tables have the same structure, but each treats a specific type of counselor contact: Table 2, direct; Table 3, shared; and Table 4, indirect.

TABLE 1

CAREER GUIDANCE RESPONSIBILITY ASSIGNMENT:
SOME EXAMPLES

	Counselors	Teachers
Indirect Functions	Career guidance curriculum planning Teacher and parent consultation Inservice training programs	Career curriculum for basic education Parent-teacher conferences Development of instructional materials
Shared Functions	Joint vocational education instructor-counselor-student planning/ contracting	Joint teacher-counselor-student planning/ contracting
	Joint employer-vocational education instructor-counselor planning Testing and evaluation	Team teaching of career concepts/units Joint teacher-parent-student planning/ contracting
Direct Functions	Individual counseling Group instruction/orientation Group counseling	Individualized instruction Classroom and group instruction Student organization and club advisement

TABLE 2

DIRECT CAREER GUIDANCE PROGRAM CONTACTS: SCHOOL COUNSELORS

	Student Objectives	Student Outcomes	Direct Counselor Functions
Elementary School	To develop an awareness of their own characteristics.	Given a picture of himself, a child will be able to describe aloud his appearance using accurate descriptions.	Counselor conducts weekly group activities using puppets, stories, pictures, audio recordings, self-drawings and snapshots.
Junior High School	To understand their capabilities in educational areas.	Given a list of school subject areas, the student will rank the areas according to his relative strengths.	Counselor holds individual sessions with assigned students to consider past achievements and current abilities.
Senior High School	To develop an awareness of personal characteristics and behaviors that are viewed as desirable for employment.	Placed in simulated job situations, students will be rated as employable.	Counselor holds group counseling and role playing sessions regarding elements of employability.

TABLE 3

SHARED CAREER GUIDANCE PROGRAM CONTACTS: SCHOOL COUNSELORS

	Student Objectives	Student Outcomes	Shared Counselor Functions
Elementary School	To recognize that varied personal satisfactions are derived from working.	Given a work role, students will be able to describe one personal satisfying aspect of it.	Counselors, teachers and students plan a structured interview for use with parents and other work role models.
Junior High School	To recognize the interdependency of workers in the work setting.	Given a potential business enterprise, students will list ways workers depend upon one another.	Vocational education instructor, principal, counselor and students plan junior achievement projects to be implemented in the community.
Senior High School	To formulate tentative career plans consistent with knowledge of self.	Individual will select and be placed in a work-study setting consistent with measured ability and achievements expressed and measured interests and values, and physical capabilities.	Vocational education instructor, counselor and student discuss and arrange for placement; later, they discuss adjustment aspects of work.

TABLE 4

INDIRECT CAREER GUIDANCE PROGRAM CONTACTS: SCHOOL COUNSELORS

	Student Objectives	Student Outcomes	Indirect Counselor Functions
Elementary School	To differentiate job responsibilities in occupational clusters.	Given specific jobs in an occupational cluster, students will be able to name a unique aspect and a similar aspect of the worker's responsibilities.	Counselor will consult the teacher regarding media and arrange for a field trip for students to observe occupational cluster models.
Junior High School	To understand the importance of effective communication skills in career settings.	Students will describe in a written essay the daily work situations wherein precise and accurate communication is necessary.	Counselor conducts an inservice program for teachers (e.g., English) on relating subject matter to relevant work world situations; also consults with them individually.
Senior High School	To possess the ability to identify alternatives in career planning.	Students will rank alternative careers for which personal characteristics and training requirements are sufficiently similar to the preferred career to serve as alternative plans.	Counselor constructs system and develops programs for an interactive computer-based self-directed guidance system.

Today's program has hinted at the direction we need to pursue in guidance. The state of the art is really at a very beginning level. We will not meet tomorrow's expectations today, by returning to the guidance of the 1920s or 30s, although that was appropriate at that time. We can no longer afford to support the "test 'em, tell 'em, and place 'em" approach conducted in a sterile atmosphere. We need to think of developmental programs which are involved with the total school or agency setting. Neither will we meet tomorrow's expectations with a fragmented approach to guidance--the educational, personal-social, and vocational. We need that singular focus, and we need it today. Finally, we will not meet tomorrow's expectations until we clearly define and make operational in student or adult terms the content and purpose of career guidance as it has been discussed here today. Career guidance programs, based on person oriented goals and objectives derived from life career development concepts, can give us a new professional focus. More important, however, career guidance programs based on life career development concepts provide a unified approach to meeting the guidance needs of all people, of all ages, at all educational levels.

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PANEL OF REACTORS

Elaine W. House, Moderator
Acting Chairman
University Department of Undergraduate
Teacher Education
Rutgers University

Bernard Novick
Director
Central Jersey Industry-Education Council
Woodbridge, N.J.

Ronald I. Coun
Assistant Director
Jewish Vocational Service
East Orange, N.J.

Benjamin Verdile
Coordinator of Curriculum & Instruction
Camden County Vocational-Technical Schools
Sicklerville, N.J.

Elaine W. House

When we were planning this program, we thought the translation of the ideas brought by our keynote speaker was extremely important. As Bill Bingham announced, we have planned a program for selected people to be held later in the afternoon for that purpose. But also this part of the program, right now, has to do with the translation of behavioral outcomes. Norman's speech was extremely well prepared , well developed, and well delivered. But it was really, basically theoretical. That is what the Planning Committee had asked Norm to prepare, a theoretical or conceptual statement. But we also believe that many of you are concerned about how to translate the ideas presented by Norm into some practical meaning for yourselves. You might ask: "What does this really mean to me?" "How can these concepts be applied in the setting where I work?" The Planning Committee anticipated that such questions would arise, so the program for the remainder of the afternoon was planned to address them. Panelists who work in a variety of settings have been chosen to react to Norm's presentation. They are all actually involved in operating programs where an important activity has been the translation, examination, and evaluation of their own efforts to use behavioral outcomes as a measure of their effectiveness.

One thing they definitely are not doing (and Norman just loves the phrase) is "Hardening of the Categories." As a matter of fact, all of them have been, over the past several years, very much involved in "loosening the categories."

The first person whom I will introduce to you is Ron Coun, who you can see from your program, is with the Jewish Vocational Service, so he will be talking about behavioral outcomes in a non-school or agency setting, a kind of setting in which increasing numbers of the people who come to the Guidance Conference are, in fact, working. Ron has been particularly involved with using work samples in a community-based approach which is very much client-centered. I'm not going to say anything more about him at this time because he will set the framework for his own remarks.

The next reactor has been with the Woodbridge Public School district for quite some time in a variety of roles. He was the first school-industry coordinator in the state, but has expanded his activities to a much broader range. He told me, that as far as my introduction of him is concerned, he would just like it to be known as a student of behavioral outcomes in a comprehensive school setting.

The final reactor is Ben Verdile, who is replacing Mr. Don Springle, whose name was listed on your program. Ben is at Camden County Vocational-Technical high school and serves in a variety of functions there. You may wonder why we asked someone from a county vocational school district to participate in this program. You might also think that the vocational schools probably have the worst case of "hardening of the categories" of any educational institution.

We invited Ben to participate precisely to demonstrate that all vocational-technical schools do not fit your stereotypes. I can tell you that at Camden they are very much involved in behavioral objectives and behavioral outcomes, and consequent evaluation of their performance.

The Effect of Pre-Vocational Evaluation on Career Development

Ronald I. Coun

At the Jewish Vocational Service we sometimes refer to the "Lost Tribes of Israel" as the non-college-bound Suburban Jewish High School Students. The Community has already pre-supposed the outcomes for these young people before any developmental process has taken place. I'm pleased to say we are seeing some change in this direction even though this change has been due to influences outside of Guidance such as the labor market's reduced receptivity to college graduates, etc.

On October 13, 1972, the Fleischmann Commission, after a thorough evaluation of the New York State Secondary Schools, recommended a fundamental reorganization of the state's Secondary Education--"To end a system that leaves tens of thousands of graduates with neither the prospect of continued study nor a marketable skill." (New York Times, October 13, 1972). That is quite an indictment! Of particular interest for today's conference is the amount of time spent in the report covering the areas of guidance and in particular vocational education. The report went so far as to suggest extending the school to include outside private vocational and technical schools when a youngster is in his latter years of high school.

I wish to talk particularly to Dr. Gysber's points which are relevant to growth and development. The speaker cited specific areas of critical behavior; the area of the total person--his self awareness, values, social awareness, interpersonal skills, self appraisal and knowledge of the work world.

In this morning's session we were asked to look beyond the traditional practices of vocational counseling and consider the whole person in terms of career development. Counselors have had to rely on the students' grade performance, classroom behavior, tested aptitudes, interest inventories, etc. in determining the client's (or student's) career directions. A concept we use in the field of rehabilitation, that of pre-vocational evaluation, might be considered before a young person begins the process of concrete career exploration. A pre-vocational evaluation could help to avoid misleading or misdiagnosed outcomes. Such an evaluation is common practice in most rehabilitation facilities such as the Jewish Vocational Service's (JVS) Work Adjustment Center.

Before the JVS Vocational Counselors explore concrete work areas with their clients, a diagnosis and evaluation period is conducted with the clients irrespective of their ages. However, we can direct discussion of this process to school-age youth. Within a four-week period, clients are exposed to a series of work samples and real work situations. The samples are a set of 28 to 30 standardized empirically-rated tasks which start at a simple level of achievement and become more complex as an individual continues on

them. Tasks indicate strengths in areas of general intelligence, numerical and verbal reasoning, spacial relations, form perception, motor skills, clerical perception, and dexterity. These are problem-solving situations on tasks which are samples of work both in the abstract, (such as a nuts and bolt sorting task in order to test for finger dexterity and size discriminations) and, the concrete (such as a filing task which relates directly to clerical perception). These tasks identify levels of aptitude strength, learning ability, and most important, identify behaviors associated with work both in general and in particular as it is defined by each of the tasks. Such tasks are administered by vocational evaluators who note behavior on each job in addition to scoring samples as to their degree of quality performance. Next to each task the evaluator indicates what was seen on the task: what kinds of adjustment problems occur; what kinds of behaviors were exhibited by the clients as they were working. These are factors pertaining to employability which is not necessarily the same as vocational potential. One must reach employability before one can realize his vocational potential. These are, to borrow Dr. Gysber's phrase, "person-oriented" factors that answer the question, "How does a person work?"; his critical vocational behaviors such as quality of work, ability to transfer learning, his ability to comprehend, his completion needs when working on tasks, his ability to change sets, his attitudes toward instruction, his decision-making ability, frustration tolerance as seen on different work tasks, his ability to cope with failure, his translation of frustration into anger, his tendency to act out in frustration, his tendency to withdraw and become passive and subdued, adjustment needs, interpersonal relations with the workers as well as staff. In essence, it is an estimate of that all-important work demeanor. These factors are noted and discussed with clients in feed-back interviews as well as in staff intervention during client performance. We have found, particularly with young people who have come from special education classes, that when performing a series of actual work tasks, they have been able to perform better than school records may have indicated, especially where academic proficiency was the sole indication of their general abilities. Outside of a classroom setting and in a setting that resembles employment, students were able to demonstrate abilities at their level of competency. Because of the range of tasks, clients do experience success at some level.

In some situations, we have found the samples useful as a means to test the "untestable" or the recalcitrant student who was often referred to as the "detestable." It is possible in the same sheltered setting to utilize real jobs with pay so that an evaluation is conducted on actual work, as well as on samples. A workshop lends itself to situational assessment. It is a unique setting, a hot-house if you will, where the conditions of real work can be replicated under professional supervision so that staff can manipulate events so that the client modifies his behavior. Eventually, what the client exhibits is what would be acceptable in a general work setting. Certainly, this behavior would also be applicable to a learning situation such as skills training or further education.

As Dr. Gysbers pointed to in an earlier paper, "A work setting can be used as a medium to help people better understand themselves."

We see this tool, the work sample evaluation as a pre-vocational measure, one that precedes concrete vocational planning and career guidance. Yet, it is ironic that it is only utilized after the fact. Clients are usually seen only after having a job failure. School-age youngsters (16 years +) are seen only after dropping out of school or after leaving special classes with a "so-called" certificate. One can speculate that such an evaluation could be a preventative measure were it used in conjunction with the schools rather than as a rehabilitation measure to compensate for a vocational disability or an adjustment difficulty. People are not eligible for our services until they have a vocational handicap. Granted, this concept is easier to relate to special education students. Part of this problem is that the rehabilitation monies for research and development have been geared strictly for handicapped groups. However, if such a method for assessing readiness for vocational exploration is so common in the rehabilitation field, why could not part of this thinking be applied to the total educational guidance process? The State of Minnesota has effected such relationships through the cooperation of the State Rehabilitation Agency with its school districts. Private agencies and state centers work with certain school districts in offering pre-vocational evaluation. Reports of clients go directly to the classroom teacher. In essence, the school is using a vocational center for part of its educational diagnosis. The Center is not totally responsible for the client but rather the client still remains within the educational process with the Center feeding certain basic information to the schools in regard to client behaviors in different areas of work.

I am not suggesting that this process be totally applicable to schools nor that the total system, as it is presently used in rehabilitation centers, be directly translated into the educational system. In our particular setting, we have a one-to-six ratio of staff to client. This is a rather rich staffing. However, our clients are severly emotionally disabled, many are diagnosed as schizophrenic. They need more attention than most high school students. The pre-vocational centers, no matter how many there are, could not presently serve the great numbers of students in the school system. However, the concepts of pre-vocational evaluation, the diagnosis of work behavior before and during concrete career planning, as it relates to the individual, could make for more fruitful outcomes in career guidance and counseling.

Reactions to Norman C. Gysbers

Bernard Novick

I'd like to take the liberty of changing the title of today's topic and all the presentations to include the suggestion that Norm made. The new title would read: Behavioral Outcomes in Life Career Guidance or perhaps Life Career Education.

The comprehensive school, to which most of you probably have some relationship however vague, is engaged in some very serious soul searching. You are probably aware that New Jersey has thrown out the Carnegie unit as a criterion of progress through high school. You are probably aware that you have two options to make available to students to evaluate what it is that they must achieve to qualify for a high school diploma. I feel that action could not have come at a better time for the concept of life career education or life career guidance. The additional responsibility that it places upon the counselor is, at this time, perceived only as enormous. I'm not quite sure how enormous. But in any case, the counselor will have to work with individual students to determine what it is that a student will have to do in order to receive credit. That is, if he elects Plan B and will want help in deciding what he should attempt to achieve then a counselor will have to work with him. In order to do this, the counselor will probably be forced, or at least encouraged, to become relatively expert in the phrasing or selection of behavioral outcomes for life career education. Someone is going to have to decide whether or not a given series of outcomes is sufficient to earn X amount of credit. As an individual goes through school, and we decide what it is he should know by the time he gets out to justify the time he spent there, we are probably going to say that he is supposed to know something about the world outside; he is probably supposed to know something about the options that are available to him. I do not see any reason why we cannot establish a series of behavioral objectives for cognitive knowledges in the area of career information that are every bit as important as gym, shop, English, math, or any other subject or competency that is included in the requirements which a student must complete for graduation.

As you are faced with the concept of accountability and the responsibility of justifying to the voting populace how you spend their money and what you do with their children, you are forced to recognize that there are only two alternatives: we can either play on their turf or ours, we can either let the community establish our outcomes, or we as professional educators can establish those outcomes for which we wish to become accountable. There are no other options, and I think it is a question of a race against time as to who gets there first. I would very much like to see counselors get there first.

As counseling is being challenged within the profession of education and a superintendent says, "Well, I've got to cut the

budget some place, where can I cut it? What will the least troublesome cut be? Guidance obviously, no one will miss it." Unfortunately, that happens. It is unreal not to admit it. It is there. We are going to be forced to defend ourselves in terms of what it is that a student can or is able to do at the end of counseling that a student who has not gone through counseling cannot do.

I would like to think that I influence my client affectively as well as cognitively, but I have yet to find research evidence that the school system as a whole has any serious impact on the student's value system, or the students' real affective domain. We must recognize that fact and live with it. Therefore, I have to say what it is that I have impact on, what it is that I will be responsible for in terms of behavioral outcomes.

We are faced, in guidance departments of our comprehensive schools, with at least six different organizational models. I suggest to you that no one model is universally applicable. The way in which we should judge models is in terms of how well it is likely to help us to achieve our objectives. Aha! What are your objectives? I don't know. Therefore, how can you recognize the best model? How can you decide whether or not you want to have males counseling males, whites counseling whites, the not-too-bright counseling freshmen, and the bright counseling seniors, the older people counseling older kids? (After all, status is with the seniors.)

I am not quite sure how you can justify any of these decisions unless you have some relatively clear idea as to what on earth your guidance department is trying to accomplish in terms of both process and product outcomes. There is a place for saying that. "This is what we will do." "This is a process." "This is what will happen to people who go through this process." In a sense you start off with the objective of a client, you start off by saying this is what will happen to the client as the result of coming through here and then you can establish objectives for the process. I'm not sure that we can evaluate our processes now, because about all we have are statements of philosophy that say we are going to help every kid reach his potential. That is about as measureable as I do not know quite what, but it is very difficult.

Another area, in fact another way of saying process, and I think one that is very important, is the area of management. There are not just behavioral outcomes for individual clients, but there are, in effect, management objectives. How can you determine the appropriate management techniques that you establish within a school system without knowing what it is you are looking for? As we move into the area of management and recognize that the department chairman is responsible for bringing students along a developmental process, he has to manage his staff in some way that can be measured.

We are talking also about behavioral outcomes of career education because out of career education you get a master's program in

counseling or a doctoral program in counseling, and what are the objectives set for that? What impact does it have on your performance as a professional in a comprehensive school setting if you have been trained as an excellent researcher or as an excellent counselor? Hopefully, both have been happening.

One particular advantage to establishing process objectives as well as product objectives, is that you can keep track of yourself. There are times when you get up in the morning and you come to work and you look at the pile of stuff on your desk, and you sometimes literally throw up your hands and go home. It is just beyond belief. If an individual can establish for himself or herself a set of outcomes, they will be able to objectively determine what they have achieved. I honestly feel counselors are accomplishing much good. But we often try to accomplish too much too quickly and we do not really evaluate whether we actually do accomplish what we set out to do.

There are times when our objective is simply to live until tomorrow and then I'll keep my job until next semester. But in any case, that is a valid objective because if I'm not there, how is the poor kid going to survive? We have to find for ourselves a certain objective against which we can measure our progress. As we run through a year and are up to December and January, we can check through on a list whether or not we have gone through certain procedures, or made great progress toward certain aims.

It is a difficult process. I suggest the writing and living up to our behavioral objectives is an extremely difficult process. I advocate this process. (Those of you know me from before have heard, but the hardest person to convince to plan ahead, was myself.) I can give you a kind of a testimonial as a counselor and as someone who has worked, not just for one school, but concurrently for five different school systems, that unless you involve yourselves in some kind of advance planning (which is basically what setting objectives entails) and finding some way of measuring progress toward the attainment of those plans, you are going to spend a considerable amount of time spinning wheels, going off in 14 different directions, and not accomplishing any one thing effectively or efficiently.

Behavioral outcomes, then, are appropriate for products, for processes, for counselors, for school systems, and for professional associations. The degree to which we can predict our ends will, to a large measure, not justify but determine our means and the sense of accomplishment that we can experience when we finally get there. Thank you.

Behavioral Outcomes in a Vocational-Technical School

Benjamin Verdile

Good afternoon. Ladies and gentlemen, I bring you greetings from Donald Springle, the superintendent of Camden County Vocational and Technical Schools. A prior engagement has kept him from this Conference. He is indeed disappointed that he could not be with you.

My role here today is to share with you how we have revised our curriculum as part of our commitment to behavioral outcomes.

Historically, by the very nature of course content, programs in vocational education include specific occupational goals. A plumbing student would become a plumber. In this context, behavioral outcomes have been a natural for vocational educators. But somehow the traditional approach of a plumbing student becoming a plumber eventually just did not hold up. The goal was too futuristic. For a ninth-grade student, who is about fourteen years of age, to consider important the possibility that he might reach his goal in four years is unrealistic. Hence, those teachers who paved the way with activities that the student could not relate to simply lost many youngsters.

In addition, a plumbing student does not necessarily become a plumber. He can "spin-off" as a plumber-helper, pipe-cleaning machine operator, installation man, or a plumbing maintenance man. An either-or curriculum, that is, a program of studies which only deals in four-year packages is not realistic. Hence, a curriculum to reflect these "spin-off" areas is necessary.

I plan to discuss why Camden County Vocational engaged in extensive curriculum changes. I will make comments regarding how it happened and where we stand now.

Where does one begin? The school district decided it needed a curriculum which set forth a variety of objectives. These objectives had to have enough flexibility which would allow each student to adopt objectives which would meet his needs. Also, an evaluation system was needed. How could it be ascertained that the objectives had been met?

It began about four years ago when several administrators at Camden County Vocational decided upon a course of operation. For each shop area it would be necessary to set down behavioral objectives. How could it be done? To close down the entire district seemed like such a waste of time, especially since no one at that time knew how this would develop.

Using vocational teacher certification courses became the solution to this problem. A number of administrators were co-adjutant faculty members at Glassboro State College and Rutgers.

A number of Camden County Vocational's shop teachers were enrolled in these courses. Hence, class assignments were made which would begin the development of curriculum materials for the school system.

Through several runs in college courses, a format began to evolve. The format included task analysis, course description, job description, a breakdown of employment levels within each trade area, objectives stated behaviorly, and sequencing instructional units. The major resource work was Developing Vocational Instruction by Robert Mager and Kenneth Beach.

But even though the beginnings of a curriculum format had been introduced, the administrators involved recognized limitations in the format. To go even further, the administrators quickly realized that other professional personnel were needed. To date the only people involved had been shop teachers new to the profession, namely, those taking certification courses. Professionals with more extensive and varied experience were needed to iron out the problems.

Probably of most interest to this audience is the immediate realization that guidance personnel were needed. The district's guidance directors, counselors, and CIE coordinators were consulted. Through this group of professionals, plus the curriculum and instruction people, employment levels were determined. The "bible" used was the Dictionary of Occupational Titles (DOT). With the help of consultants from the local Employment Security Office, preliminary employment levels within each occupational area were determined. With these levels as guides, the next question was, "In order to perform at each of these employment levels, what must the student be able to do?"

This set the stage for the next step. The real experts in content matter were the shop teachers. Camden County has the good fortune to have many experienced teachers. All are accomplished tradesmen and artisans--but many also have degrees. They combine the qualities of practitioners in addition to having educational know-how. To best include their in-puts, a series of in-service workshops were held. School, it is necessary to mention, was not closed. Through substitutes, schedule adjusting, after-hours meetings, and many overtime hours by teachers, the task was accomplished.

The curriculum is now being used. Exactly what has been developed? First of all, the curriculum for each course includes the following:

1. Course Title
2. Job Description
3. Chart of employment levels with DOT code numbers
4. Unitized content and procedures
5. Objectives stated behaviorly at the beginning of each unit

6. Related technology
7. Reference and other back-up materials
8. Student progress charts

Now, one of the most important items is the student progress chart. A chart has been developed for each shop area. It reflects the unitized content breakdown. For each job level a student could be expected to do certain tasks. For example, to be a plumber's helper a person might be expected to know pipe cutting and pipe threading. The progress chart reflects these tasks. The chart has a place for the instructor to sign and date when a student can perform each task. The job levels and tasks under each level of employment are sequenced according to difficulty, beginning with the easiest.

In implementing the curriculum, guidance personnel continue to serve an important role. The progress chart becomes part of a student's transcript. It is far more revealing than the grades alone. In addition, completing student progress charts assures that teachers, guidance people, and the school district curriculum office continue to work in close harmony. But, what is most important, each student knows where he is, where he has been, and what is ahead.

The advantages of accepting observed and measured student performance as significant include:

1. The student is involved in planning his future.
2. Opportunities for students to study in a cluster of occupational areas are provided.
3. Time factor becomes less significant.
4. Individualized instruction becomes a reality.
5. Accountability becomes a realistic possibility.

Many of the problems which do evolve come from personnel who are inflexible. Also, some of the academic areas are presenting problems--especially, for example, the more "creative" areas of language arts. At the present time, the academic areas are being re-worked. All the units must reflect objectives in behavioral terms. There is also an attempt to integrate several of these disciplines. Basically, the school system has committed itself to this approach to education. And we keep developing materials, examining and re-examining them, and re-doing where necessary. It is an on-going process.

In conclusion, the curriculum as developed and implemented has made individualized instruction a reality. Accountability occurs in terms of performance objectives known to all participants in the educating process.

In behalf of the superintendent, I cordially invite you to visit Camden County Vocational and Technical Schools. This can be arranged through the curriculum office. Thank you for your kind attention.

Norman Gysbers' Reactions to Reactors

Sometimes a story illustrates things that many words cannot, so I would like to share one with you.

A friend of mine was riding around in his car doing some errands and felt that he had some difficulty with the brakes on his car, and so he went to a garage. He happened to find a brake repairman who had been trained extensively in physics, and he got an hour lecture on braking systems and the nature of the co-efficient of friction and things of that sort. It all boiled down to the fact that the man said, "It really doesn't pay to fix your brakes because they're not very efficient, anyway. What I would suggest that you do is: (1) drive slowly, (2) if you want to stop, open your door and put your foot out (if you have big feet or wear big shoes, that will help), but it just won't help to fix the brakes." Of course, that did not satisfy my friend, so he went on to the next garage and met a very interesting repairman.

The second gentleman had been trained in electronics, and so my friend received, for the next hour, again, another lecture on the new braking systems that were just coming off the drawing boards--the electronic systems that would revolutionize brakes in cars. The repairman ended up by saying to my friend, "Well, it really wouldn't be helping you to fix your brakes because the new systems are just about here and by the time I get them on they are going to be obsolete, so I really can't help you." Again, that didn't really satisfy my friend very much, so he went on to the next garage.

At his third stop, lo and behold, he got another interesting gentleman. This man had been trained in sociology and he got a lecture about the factory system and the alienated workers. That was offered as the reason the brakes do not work. It was really the factory's fault. If he were to put a set of new brakes on my friend's car, it really wouldn't work anyway--they would be defective because it's the fault of the factory system and worker alienation, etc.

Now, there is really no punch line to this story, but the moral is: Fix the brakes! Start where you are. Don't avoid the issue by saying, "I can't do it because my principal won't let me." Start setting up your goals and objectives where you are, look at what you're doing right now and say, "How would I describe my activities in terms of student outcomes?"

So start where you are! Fix the brakes. While you're doing that, examine the cues that you are providing to the clientele you work with. I always find it an interesting experience to go into a school (or any place, for that matter) and look at the physical setting provided by the person I am talking to. You can tell,

really, what that individual values, what that person does, pretty much by the kinds of resources, the materials, or lack, thereof, that are available in the office. So, (1) look at where you are, (2) look at the kinds of cues and images you are providing and (3) look at your activities in terms of student outcomes. We are being held accountable by people who are deciding what our goals and objectives are outside of our professional areas.

Pogo, you probably know that immortal philosopher, had some interesting words to say when he said, "We have met the enemy, and he is us."

And by the way, fix the brakes.